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Rolling Application

I. PURPOSE

To incentivize and enhance the development of workforce training for in-demand industries at career-technical high schools and community colleges across the Commonwealth. This program provides one-time start-up costs to allow qualified career technical high schools and community college programs to purchase equipment to enhance vocational and technical training programs.

II. PRIORITY INDUSTRIES

This program will prioritize funding requests for the purchase of equipment to prepare students for careers in advanced manufacturing, information technology, hospitality and mechanical and technical skills.

III. ELIGIBILITY

All school districts with eligible career technical programs (as defined by Section 1 of Chapter 74 of the Massachusetts General Laws) and all of the Commonwealth's 15 community college (as named in Section 5 of Chapter 15A) are eligible to apply for this program. Eligible applicants may submit no more than one application annually.

REVIEW OF APPLICATIONS

The Massachusetts Executive Office of Housing and Economic Development (EoHED) in collaboration with the Executive Office for Administration and Finance (A&F) shall consult with designees from the Department of Education and Secondary Education, the Department of Higher Education and the Executive Office of Labor and Workforce Development to evaluate applications and determine the eligibility of each applicant and the application's relevance to the skills demanded by employers in high-demand and growing industries.

Applications will be accepted on a rolling basis. The Executive Office of Housing and Economic Development will issue recommendations within 60 days of receiving a complete application that is submitted by an eligible applicant.

Priority will be given to applicants who display the following:
- Partnerships developed for use of shared space between the career technical programs and community colleges;
- Partnership between the career technical programs and community colleges that build career pathways for students, including creation of career pathways, stackable credentials and aligned and articulated credits between the high school and community college programs.
- Programs that will support an additional yield of qualified workers in demand for a specific industry;
- Programs that support the workforce output of regional sector-based partnerships;

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- Partnerships with employers and industries related to equipment request and training; AND/OR
- Programs that address workforce needs based on regional labor market data that target the skills demanded by employers in strong and growing industries.

Reviewers will also weigh the following factors when selecting grantees:

- Number of students entering the program;
- Number of students completing the program;
- Certification or degree achieved as a result of the program;
- Placement of graduates in related employment fields;
- Placement of graduates in post-secondary education;
- Retention of skilled graduates in Massachusetts;
- Amount of other funds raised or leveraged to support training programs;
- Credentials, qualifications, experience and expertise of faculty and instructors;
- Clarity and reasonableness of equipment and supply purchases for curriculum;
- Effectiveness and quality of any industry collaboration;
- Effectiveness and quality of any collaboration between career technical high schools and community colleges;
- Effectiveness of the applicant to evaluate its success;
- The applicant's current year budget, including the budget for the educational program that will use the equipment;
- The proposed budget for the program receiving the equipment;
- The applicant's plan to fund and conduct annual maintenance;
- The applicant's plan to train untrained staff on the equipment;
- The applicant's need for the equipment;
- The potential benefits of the equipment for the applicant; AND
- Evidence it is deemed relevant to the success of the applicant's program.

Applicants should be prepared to provide information on the following:

- **Enrollment:** What is the current enrollment in the program? Is the program confident it can recruit the number of students to fill the program as projected and in a multi-year plan including traditional career-technical students, under/unemployed adults, certification and degree candidates and incumbent workers?
- **Recruiting:** What is the recruiting, screening and assessment process to ensure the program will meet its annual enrollment and completion projections? What mechanisms does the program have in place to ensure the screening and recruiting process will yield qualified and prepared candidates for employment?
- **Finances**: Does the eligible applicant and its partners anticipate contributing a cash match from the school, district or higher education program, either from its own operating and/or reserve budget?
- **Equipment**: How was the equipment selected? Is it industry relevant and does it correlate to real time workforce needs? How will this equipment withstand changes in

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technology used by industry over time? Did industry provide input on what relevant equipment they need? Is it commensurate with current employer needs and equipment on their own shop floors?

- o **Timeline/logistics**: What is the timeline for this program in terms of start dates? Does the project have construction needs? What is the project timeline to meet the installation, construction, hiring and enrollment needs by the start date?
- o **Instructors**: From where will you recruit instructors for this program? Are the current instructors up to speed with existing standards, certifications, licenses? Is the program confident it can find qualified instructors in the time to start the program?
- o **Employer Engagement and Support-** Does the program have active employer partners with specific workforce needs? Who are they? Are they providing financial, in-kind, advisory support? Are employers committed to hiring graduates of your programs- at what percentage? Does enrollment and completion correlate to regional demand?

IV. ELIGIBLE PURCHASES

The intent of the program is to allow qualified programs to purchase training equipment. One-time installation costs can be included in the request, provided that the requests are limited. Likewise, limited funds may be used for renovations necessary for the successful installation and usage of the equipment, although the main purpose of the funding is to purchase equipment, not to renovate classrooms.

V. GRANTS

Award Amounts: Applicants may submit applications for funding between $250,000 and $1,250,000. While match is not required, it is strongly encouraged and reviewers will give preference to those applicant that have secured match either through in-kind donations of cash, equipment, instructor time and cost, infrastructure investments and industry support.

Unspent Awards: An award must be spent within one year of the grant award. Grantees will forfeit any remaining award unused after one year. EoHED shall give due consideration to any extenuating circumstances presented in writing by the applicant and may waive this restriction at its discretion.

VI. REPORTING

1. **Regular Status Calls with EOHED (scheduled as necessary)-** Status calls shall contain the following information:
   - o Status of the equipment purchased, confirmed receipt of the equipment and installation
   - o An accounting of funds expended towards each budget line item
   - o Matching funds and/or donations received during a given month; and
   - o Status of classroom, course and program implementation
2. **Quarterly Status Updates**

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Written updates that provide information on the use and upkeep of the equipment and establishment of the program and should include:

- o Number of students recruited, enrolled and completing training program
- o Training received by staff during a given period;
- o Evidence of meetings of the employer advisors for the program; and
- o Any funds expended by the recipient to support the program during this period

Quarterly Status Updates shall be filed by the recipient on agreed upon dates based on the start of the contract.

3. **Year End Report:** Within 30 days of the conclusion of each academic year during the direction of the contract, each recipient shall submit an annual report to A&F detailing, to the extent possible, the following information:

- o Annual maintenance plan to ensure the continued use of the equipment;
- o Recipients capital plan, highlighting any funding allocated for the expansion and enhancement of equipment for the program;
- o Training activities held for instructors that teach using the equipment;
- o The following data:
  - ▪ Dollars spent by the recipient to support the program;
  - ▪ Matching donations received from industry and education partners;
  - ▪ Total number of applicants recruited and screened;
  - ▪ Students enrolled in the program;
  - ▪ Demographic profile of enrollees including gender, ethnicity and Gateway Cities residency, veteran status if applicable;
  - ▪ Certifications earned by students participating in the program;
  - ▪ Students completing the program;
  - ▪ Students completing the program who remain in Massachusetts;
- o Data collected towards the following outcomes:
  - ▪ In-kind donations will be obtained from the QCC, education, workforce , and industry partners;
  - ▪ # students entered the program in its first year;
  - ▪ # students, by the end of the forecasted School Year, will have been enrolled in the program;
  - ▪ % of students enrolled in the program will graduate from the school;
  - ▪ % of students who graduate and complete the program will obtain employment within six months of graduation;
  - ▪ # of local businesses that employ graduates of the program